



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)
ID: 10511225
District: Durham School Department
School: Durham Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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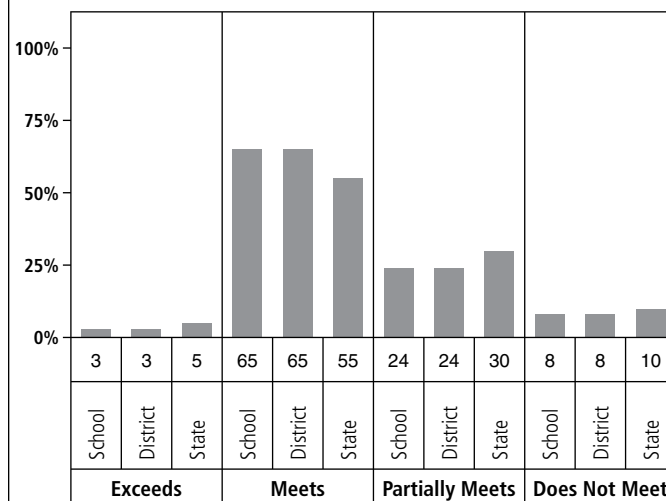
SUMMARY OF SCORES

Date: March 2007
Grade: 5
District: Durham School Department
School: Durham Elementary School

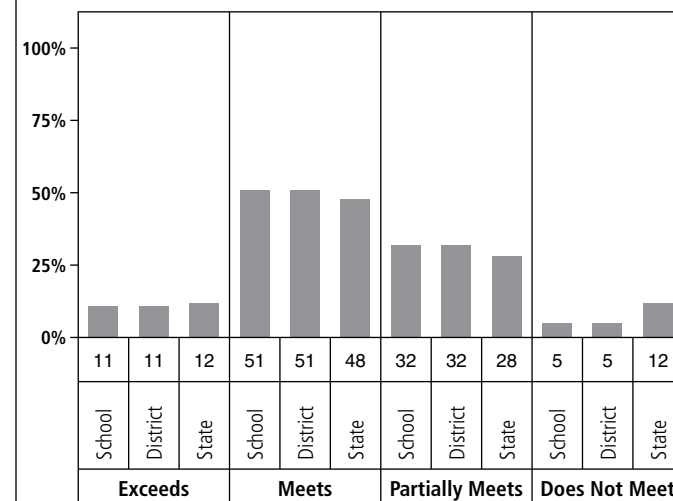
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	542 545 544	542 545 544	544 544 544
Mathematics 2005–2006 2006–2007 Cum. Avg. *	544 548 546	544 548 546	543 546 544
ELA – Writing 2005–2006 2006–2007 Cum. Avg. *	537 537 537	537 537 537	541 541 541

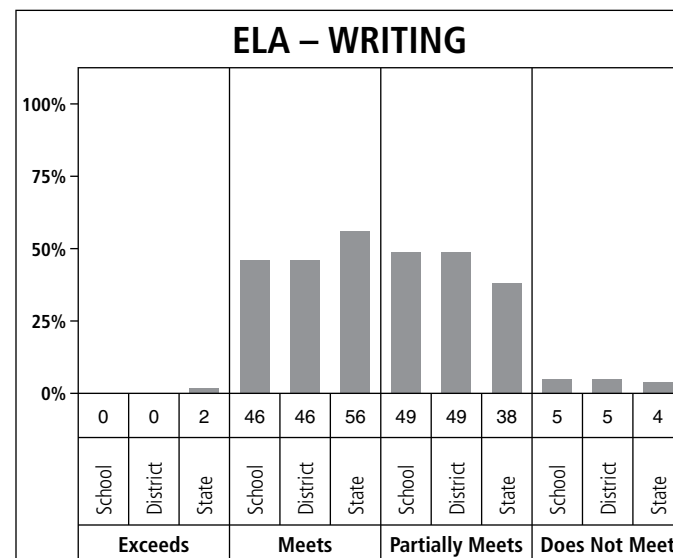
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
Grade: 5
District: Durham School Department
School: Durham Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	38	100	38	100	14332	100	38	100	38	100	14252	100	38	100	38	100	14255	100					38	100
Ethnicity African American	0	0	0	0	382	3	0	0	0	0	372	97	0	0	0	0	377	99					0	0
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	103	99	0	0	0	0	103	99					0	0
Asian/Pacific Islander	0	0	0	0	251	2	0	0	0	0	249	99	0	0	0	0	250	100					0	0
Hispanic	0	0	0	0	148	1	0	0	0	0	148	100	0	0	0	0	147	99					0	0
White	38	100	38	100	13445	94	38	100	38	100	13380	100	38	100	38	100	13378	100					38	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	6	16	6	16	2522	18	6	100	6	100	2500	100	6	100	6	100	2500	100					6	100
Current LEP	0	0	0	0	287	2	0	0	0	0	278	97	0	0	0	0	283	99					0	0
Economically disadvantaged	10	26	10	26	5401	38	10	100	10	100	5355	99	10	100	10	100	5360	99					10	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	31	82	31	82	11327	79	32	84	32	84	11313	79					32	84
Identified disability (PET/IEP)	0	0	0	0	408	4	1	3	1	3	419	4					1	3
LEP	0	0	0	0	145	1	0	0	0	0	147	1					0	0
504 plan	1	3	1	3	122	1	1	3	1	3	124	1					1	3
Participation with accommodations	6	16	6	16	2706	19	5	13	5	13	2743	19					5	13
Identified disability (PET/IEP)	5	83	5	83	1890	70	4	80	4	80	1893	69					4	80
LEP	0	0	0	0	121	4	0	0	0	0	131	5					0	0
504 plan	0	0	0	0	58	2	0	0	0	0	57	2					0	0
Other	1	17	1	17	655	24	1	20	1	20	680	25					1	20
Participation through alternate assessment (PAAP)	1	3	1	3	213	1	1	3	1	3	199	1					1	3
Identified disability (PET/IEP)	1	100	1	100	202	95	1	100	1	100	188	94					1	100
LEP	0	0	0	0	6	3	0	0	0	0	5	3					0	0
504 plan	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0												
Approved non-participation – special consideration	0	0	0	0	18	0	0	0	0	0	18	0					0	0
Non-participation – other	0	0	0	0	62	0	0	0	0	0	59	0					0	0

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 5
District: Durham School Department
School: Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	1	3	1	3	721	5
		1	3	1	3	702	5
		1	3	1	3	712	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	15	48	15	48	7571	53
		24	65	24	65	7730	55
		20	57	20	57	7651	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006 2006-2007 Cum. Avg.	10	32	10	32	4343	30
		9	24	9	24	4182	30
		10	29	10	29	4263	30
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006 2006-2007 Cum. Avg.	5	16	5	16	1628	11
		3	8	3	8	1419	10
		4	11	4	11	1524	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	29.6	61.7	29.6	61.7	28.8	60.0
Literary Text	24	50	15.2	63.3	15.2	63.3	14.2	59.2
Informational Text	24	50	14.4	60.0	14.4	60.0	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
Grade: 5
District: Durham School Department
School: Durham Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	1	3	24	65	9	24	3	8	545	37	3	65	24	8	545	14033	5	55	30	10	544
Ethnicity																						
African American	0										0						368	2	36	38	23	538
American Indian/Native Alaskan	0										0						102	1	36	43	20	539
Asian/Pacific Islander	0										0						247	8	52	31	9	545
Hispanic	0										0						143	2	38	42	18	540
White	37	1	3	24	65	9	24	3	8	545	37	3	65	24	8	545	13173	5	56	29	10	545
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	2	40	2	40	531	5	0	20	40	40	531	2298	0	22	43	34	535
No	32	1	3	23	72	7	22	1	3	547	32	3	72	22	3	547	11735	6	62	27	5	546
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						263	1	24	43	33	534
Economically disadvantaged																						
Yes	10	0	0	4	40	4	40	2	20	538	10	0	40	40	20	538	5223	2	43	39	17	540
No	27	1	4	20	74	5	19	1	4	548	27	4	74	19	4	548	8810	7	62	25	6	547
Migrant																						
Yes	0										0						8	13	13	63	13	539
No	37	1	3	24	65	9	24	3	8	545	37	3	65	24	8	545	14025	5	55	30	10	544
Gender																						
Female	20	1	5	14	70	5	25	0	0	548	20	5	70	25	0	548	6967	7	57	27	8	546
Male	17	0	0	10	59	4	24	3	18	542	17	0	59	24	18	542	7066	3	53	32	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1573	0	30	51	19	538
No	37	1	3	24	65	9	24	3	8	545	37	3	65	24	8	545	12460	6	58	27	9	545
Gifted/talented program																						
Yes	0										0						499	24	72	3	0	556
No	37	1	3	24	65	9	24	3	8	545	37	3	65	24	8	545	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 5
 District: Durham School Department
 School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	0	0	1	50	536	5	0	50	0	50	536	5	3	43	32	22	540
B. less than one hour	86	1	3	22	69	7	22	2	6	546	86	3	69	22	6	546	67	5	56	30	9	545
C. one to two hours	8	0	0	1	33	2	67	0	0	541	8	0	33	67	0	541	26	5	56	30	9	545
D. more than two hours	0										0						2	2	41	34	23	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	51	0	0	15	79	2	11	2	11	547	51	0	79	11	11	547	35	8	61	24	7	547
B. They match some of what I have learned.	41	1	7	7	47	6	40	1	7	543	41	7	47	40	7	543	52	4	57	31	8	545
C. They match just a little of what I have learned.	5	0	0	1	50	1	50	0	0	541	5	0	50	50	0	541	10	2	38	39	21	539
D. There is no match.	3	0	0	1	100	0	0	0	0	546	3	0	100	0	0	546	3	1	28	41	29	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	41	0	0	14	93	1	7	0	0	550	41	0	93	7	0	550	30	11	65	18	6	549
B. good	35	1	8	8	62	4	31	0	0	547	35	8	62	31	0	547	53	3	56	32	9	544
C. fair	24	0	0	2	22	4	44	3	33	534	24	0	22	44	33	534	15	0	37	45	18	539
D. poor	0										0						2	0	24	45	31	535
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	16	0	0	5	83	0	0	1	17	543	16	0	83	0	17	543	13	2	41	35	22	539
B. about the same as my regular schoolwork	70	0	0	18	69	6	23	2	8	546	70	0	69	23	8	546	66	6	57	30	8	545
C. easier than my regular schoolwork	14	1	20	1	20	3	60	0	0	544	14	20	20	60	0	544	20	6	59	27	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	1	50	1	50	0	0	543	5	0	50	50	0	543	10	1	27	43	30	536
B. Most of the passages were about the same as what I normally read.	57	1	5	12	57	5	24	3	14	543	57	5	57	24	14	543	55	3	54	34	9	544
C. Most of the passages were easier than what I normally read.	38	0	0	11	79	3	21	0	0	549	38	0	79	21	0	549	35	9	65	20	5	548
How much time do you spend reading at home each day?																						
A. more than one hour	8	0	0	2	67	1	33	0	0	549	8	0	67	33	0	549	17	9	59	24	8	547
B. 20 minutes to an hour	73	1	4	19	70	6	22	1	4	546	73	4	70	22	4	546	57	6	59	28	8	545
C. less than 20 minutes	11	0	0	2	50	1	25	1	25	541	11	0	50	25	25	541	13	2	47	37	14	542
D. I rarely read at home.	8	0	0	1	33	1	33	1	33	536	8	0	33	33	33	536	14	1	45	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	0	0	3	38	3	38	2	25	539	22	0	38	38	25	539	25	3	47	35	15	542
B. six to ten pages	22	1	13	3	38	3	38	1	13	543	22	13	38	38	13	543	28	4	55	32	10	544
C. eleven or more pages	57	0	0	18	86	3	14	0	0	548	57	0	86	14	0	548	47	7	60	26	7	546
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 5
District: Durham School Department
School: Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	4	13	4	13	1415	10
	2006-2007	4	11	4	11	1711	12
	Cum. Avg.	4	11	4	11	1563	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	11	35	11	35	6503	45
	2006-2007	19	51	19	51	6778	48
	Cum. Avg.	15	43	15	43	6641	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	13	42	13	42	3945	28
	2006-2007	12	32	12	32	3884	28
	Cum. Avg.	13	37	13	37	3915	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	3	10	3	10	2434	17
	2006-2007	2	5	2	5	1683	12
	Cum. Avg.	3	9	3	9	2059	15

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.2	54.7	8.2	54.7	7.8	52.0
Cluster 2: Shape and Size	14	29	6.9	49.3	6.9	49.3	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	4.1	82.0	4.1	82.0	3.3	66.0
Cluster 4: Patterns	14	29	8.8	62.9	8.8	62.9	8.5	60.7

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: Durham School Department
 School: Durham Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	4	11	19	51	12	32	2	5	548	37	11	51	32	5	548	14056	12	48	28	12	546
Ethnicity																						
African American	0										0						376	4	29	38	30	536
American Indian/Native Alaskan	0										0						102	8	32	31	28	538
Asian/Pacific Islander	0										0						249	17	52	24	7	549
Hispanic	0										0						144	9	34	42	15	541
White	37	4	11	19	51	12	32	2	5	548	37	11	51	32	5	548	13185	12	49	27	11	546
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	3	60	0	0	541	5	0	40	60	0	541	2312	3	27	36	34	535
No	32	4	13	17	53	9	28	2	6	549	32	13	53	28	6	549	11744	14	52	26	8	548
Limited English proficient students																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	0										0						271	5	26	37	32	535
Economically disadvantaged																						
Yes	10	0	0	3	30	7	70	0	0	540	10	0	30	70	0	540	5240	6	40	35	19	540
No	27	4	15	16	59	5	19	2	7	551	27	15	59	19	7	551	8816	16	53	23	8	549
Migrant																						
Yes	0										0						8	13	38	38	13	544
No	37	4	11	19	51	12	32	2	5	548	37	11	51	32	5	548	14048	12	48	28	12	546
Gender																						
Female	20	2	10	10	50	6	30	2	10	547	20	10	50	30	10	547	6972	11	48	29	12	545
Male	17	2	12	9	53	6	35	0	0	550	17	12	53	35	0	550	7084	13	49	26	12	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1579	2	31	45	22	537
No	37	4	11	19	51	12	32	2	5	548	37	11	51	32	5	548	12477	14	50	25	11	547
Gifted/talented program																						
Yes	0										0						499	54	43	3	0	563
No	37	4	11	19	51	12	32	2	5	548	37	11	51	32	5	548	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 5
 District: Durham School Department
 School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	1	50	0	0	546	5	0	50	50	0	546	5	9	39	28	25	540
B. less than one hour	86	4	13	17	53	9	28	2	6	549	86	13	53	28	6	549	67	13	49	27	11	546
C. one to two hours	8	0	0	1	33	2	67	0	0	541	8	0	33	67	0	541	26	12	49	28	11	546
D. more than two hours	0										0						2	3	40	29	28	538
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	3	19	8	50	4	25	1	6	550	43	19	50	25	6	550	41	17	52	23	8	549
B. They match some of what I have learned.	51	1	5	10	53	7	37	1	5	547	51	5	53	37	5	547	48	9	49	30	11	545
C. They match just a little of what I have learned.	5	0	0	1	50	1	50	0	0	544	5	0	50	50	0	544	9	7	33	36	24	539
D. There is no match.	0										0						3	5	25	29	41	533
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	2	15	8	62	3	23	0	0	552	35	15	62	23	0	552	31	27	50	16	7	553
B. good	51	2	11	10	53	6	32	1	5	549	51	11	53	32	5	549	48	8	53	29	11	545
C. fair	8	0	0	1	33	2	67	0	0	539	8	0	33	67	0	539	18	2	37	40	20	538
D. poor	5	0	0	0	0	1	50	1	50	534	5	0	0	50	50	534	3	1	25	41	34	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	1	25	2	50	1	25	0	0	553	11	25	50	25	0	553	17	5	40	34	21	540
B. about the same as my regular schoolwork	75	2	7	15	56	8	30	2	7	548	75	7	56	30	7	548	66	12	51	28	10	546
C. easier than my regular schoolwork	14	1	20	1	20	3	60	0	0	547	14	20	20	60	0	547	17	23	49	18	10	551
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	0	0	2	50	2	50	0	0	543	11	0	50	50	0	543	22	11	45	29	15	544
B. two or three days a week	57	3	14	11	52	6	29	1	5	550	57	14	52	29	5	550	38	13	50	27	10	547
C. two or three times each month	24	0	0	4	44	4	44	1	11	544	24	0	44	44	11	544	33	13	50	27	9	547
D. never	8	1	33	2	67	0	0	0	0	555	8	33	67	0	0	555	8	9	44	27	20	542
How often do you use calculators in mathematics class?																						
A. almost every day	16	0	0	4	67	2	33	0	0	550	16	0	67	33	0	550	6	12	41	25	22	542
B. two or three days a week	68	3	12	12	48	9	36	1	4	548	68	12	48	36	4	548	31	13	50	27	10	547
C. two or three times each month	16	1	17	3	50	1	17	1	17	548	16	17	50	17	17	548	45	13	50	27	10	547
D. never	0										0						17	10	44	30	17	543
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	1	100	0	0	0	0	554	3	0	100	0	0	554	7	8	37	30	25	540
B. 30–45 minutes	16	1	17	2	33	2	33	1	17	545	16	17	33	33	17	545	31	7	44	33	15	543
C. 45–60 minutes	35	0	0	9	69	4	31	0	0	548	35	0	69	31	0	548	42	14	52	25	8	548
D. more than 60 minutes	46	3	18	7	41	6	35	1	6	549	46	18	41	35	6	549	19	17	52	22	9	549
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

ELA–WRITING RESULTS

Date: March 2007
Grade: 5
District: Durham School Department
School: Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	0 0	0 0	260 260	2 2
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	17 17	46 46	17 17	46 46	7844 7844	56 56
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 Cum. Avg.	18 18	49 49	18 18	49 49	5365 5365	38 38
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 Cum. Avg.	2 2	5 5	2 2	5 5	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.6	53.0	10.6	53.0	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.8	48.3	5.8	48.3	6.2	51.7
Standard English Conventions (Standard F)	8	40	4.8	60.0	4.8	60.0	5.6	70.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: Durham School Department
 School: Durham Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	0	0	17	46	18	49	2	5	537	37	0	46	49	5	537	13993	2	56	38	4	541
Ethnicity																						
African American	0										0						366	1	42	51	7	537
American Indian/Native Alaskan	0										0						102	0	51	42	7	539
Asian/Pacific Islander	0										0						247	2	68	27	3	544
Hispanic	0										0						143	0	51	39	10	538
White	37	0	0	17	46	18	49	2	5	537	37	0	46	49	5	537	13135	2	56	38	4	541
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	0	0	3	60	2	40	520	5	0	0	60	40	520	2295	0	20	63	16	531
No	32	0	0	17	53	15	47	0	0	540	32	0	53	47	0	540	11698	2	63	33	1	543
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						261	1	39	49	11	536
Economically disadvantaged																						
Yes	10	0	0	2	20	6	60	2	20	533	10	0	20	60	20	533	5198	1	44	49	6	538
No	27	0	0	15	56	12	44	0	0	539	27	0	56	44	0	539	8795	3	63	32	2	543
Migrant																						
Yes	0										0						8	0	38	63	0	539
No	37	0	0	17	46	18	49	2	5	537	37	0	46	49	5	537	13985	2	56	38	4	541
Gender																						
Female	20	0	0	13	65	7	35	0	0	542	20	0	65	35	0	542	6956	3	67	28	2	544
Male	17	0	0	4	24	11	65	2	12	532	17	0	24	65	12	532	7037	1	45	48	6	538
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1567	0	38	57	5	537
No	37	0	0	17	46	18	49	2	5	537	37	0	46	49	5	537	12426	2	58	36	4	542
Gifted/talented program																						
Yes	0										0						499	9	77	13	1	549
No	37	0	0	17	46	18	49	2	5	537	37	0	46	49	5	537	13494	2	55	39	4	541

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number